



**PRIMARY SCHOOL 280Q**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 30Q280**  
**ADDRESS: 34-20 94<sup>TH</sup> STREET, QUEENS, NY 11372**  
**TELEPHONE: 718.424.9031**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 280      **SCHOOL NAME:** TBD

**SCHOOL ADDRESS:** 34-20 94<sup>TH</sup> STREET, QUEENS, NY 11372

**SCHOOL TELEPHONE:** 718.424.9031      **FAX:** 718.424.9093

**SCHOOL CONTACT PERSON:** LENIA MATIAS      **EMAIL ADDRESS:** LMATIAS@SCHOOLS.NYC.GOV

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** ANGELICA BEISSEL

**PRINCIPAL:** LENIA MATIAS

**UFT CHAPTER LEADER:** JESSICA GOLDBERG

**PARENTS' ASSOCIATION PRESIDENT:** TADEO ARGUDO

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 30      **CHILDREN FIRST NETWORK (CFN):** 2.02

**NETWORK LEADER:** NANCY DIMAGGIO

**SUPERINTENDENT:** PHIL COMPOSTO

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
<b>LENIA MATIAS</b>	*Principal / CO-CHAIRPERSON	
<b>JESSICA GOLDBERG</b>	*UFT Chapter Chairperson / FACILITATOR	
<b>TADEO ARGUDO</b>	*PTA President	
<b>ANGELICA BEISSEL</b>	Staff Member/CHAIRPERSON	
<b>MARCIA ELWARARI</b>	Staff Member/SECRETARY	
<b>AURORA DOLORES</b>	Parent Member/Parent Member	
<b>ALINA RODRIGUEZ</b>	Parent Member/ FINANCIAL LIAISON	
<b>NINOSKA TORRES</b>	Parent Member/TIMEKEEPER	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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Primary School 280Q is a new public school established in 2010 and located on the Jackson Heights-Corona border. We opened our doors with 110 kindergarten students and will grow to become a kindergarten through fifth grade school by 2015.

Our school community responds to the talents and needs of all our children in a safe and joyful schoolhouse. We develop and foster a life-long love of learning. The academic, physical, and personal growth of our students is the touchstone from which they inquire about our world today and envision how our world can be tomorrow. They will take collective action to improve their well-being.

Our mission is to empower our children through an authentic curriculum that is rigorous and reflective of our students' past and present, connected to the neighboring community, and committed to their success through progressive instructional practices and social-emotional supports that allow students to master the Common Core Standards and to become confident, responsible, and imaginative leaders.

The cornerstone of our school is our strong professional learning community. Our staff collaborates on a daily basis and reflects on our individual and collective performance as professionals on a monthly basis through one-on-one conversations, inter-visitations, and data study. We hold daily common planning sessions dedicated to instructional design, child study, inquiry, and professional development. Our school professional development plan is reflective of each member's strengths and improvement goals while meeting the goals of our Comprehensive Education Plan. We take pride in supporting each other and in being involved in all aspects of the school's life. We actively collaborate with colleges (City College, Lehman College, and Queens College), nonprofit organizations (Children for Children and Materials for the Arts), community organizations (Beacon-Goodwill and Jackson Heights Beautification Group), other schools (PS149Q and PS24K), and parents and caregivers to prepare an outstanding environment for our children.

We have established inclusive and diverse learning settings that reflect our students' varied learning styles, our school's parental choices, and, consequently, support our students' academic success. During our first year, we launched a dual language program, an English as a Second Language program, a Collaborative Team Teaching program, and a Self-Contained Special Education program. Our students learn the fundamentals of reading and writing using *Wilson Foundations* and *Estrellita*. We follow a balanced approach to teach literacy and mathematics, following *The Teachers College Reading and Writing Project* and *Everyday Mathematics* programs. In science, our students inquire about their world using *F.O.S.S.* and the real world around them through nature walks and field trips. Students learn social studies themes as they are infused in the reading and writing units throughout the year. Our classrooms are filled with print and audio-visuals and all students have access to desktop and laptop computers and SMARTBoards throughout the day. Teachers also use digital cameras, FLIP cameras and ELMOS for instructional purposes and to document student learning. All of our students have art and library as elective courses throughout the year and participate in physical activity throughout the day using *Move to Improve* techniques.

We strongly believe that our children need a welcoming and supportive setting to develop intellectually, culturally, and socially. We have partnerships with Morningside Center for Teaching Social Responsibility and with The Responsive Classroom to implement practical routines and adopt strategies for helping children build academic and social-emotional competencies day in and day out. Each week, our children participate in morning meeting, student choice time, nap time, and conflict

resolution activities that transcend to the personal interactions of children and adults inside and outside of the school. We believe that addressing our students' social-emotional development will result in increased student engagement and academic progress as well as increased teacher efficacy and satisfaction.

Our strongest partnership is with the parents and caregivers of our students. We have established an active Family Center, a welcoming space for parents and caregivers to volunteer, hold Parent Association and School Leadership meetings, and plan educational projects for adults and children to support our school's growth and success.

## **SECTION IV: NEEDS ASSESSMENT**

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

### **Strengths:**

- Our staff was selected from a pool of over 400 current DOE employees
- All of our teachers are qualified to teach in their positions and experienced in the Department of Education
- Three of our teachers hold administrative licenses
- Two of our staff members are Bilingual/ESL Teacher Leaders
- Four of our teachers hold dual certifications in Early Childhood Education, Bilingual Education, Reading, Art, or Special Education
- Our students are new to school and eager to learn
- All staff members assume leadership roles and collaborate in the school
- Brand new library over 2,000 items in various languages, desktop and laptop computers, SMARTBoard, and audio CDs and DVDs
- Our staff is enthusiastic and committed to developing a new small school into a excellent and supportive learning place for all students and families
- Small school size (110 students and 20 staff members)

### **Accomplishments:**

- We adopted the Common Core Standards in Literacy and Math
- We implemented a school-wide social-emotional program in partnership with Morningside Center for Social Responsibility
- We implemented a school-wide fitness program, Move to Improve
- We launched a dual language program in English and Spanish
- Launched Professional Learning Communities in Literacy and Math, documenting our work on ARIS Connect
- Document our inquiry team work on ARIS Connect-Inquiry Space
- All classrooms have, at least, two adults in the room
- High levels of parent participation in daytime and nighttime activities
- Our students have low suspension rates and excellent behavior
- Our students have high attendance rates throughout the year
- We established a Family Center to engage parents in their children's education and in the life of the school
- We established a Learning Leaders Parent Volunteer Program in the school

- All teachers have common planning time every day
- All teachers participate in our school inquiry team
- Currently, two of our teachers are studying to obtain additional professional certifications
- Guided reading, science library, and social studies library in the Teacher's Lounge for all staff members to share
- Print rich classrooms with an abundance of books, audio books, computers, and visual charts
- Professional library for all staff members to access

**Challenges:**

- Students come to our school with varied levels of pre-kindergarten schooling
- Many teachers do not have kindergarten teaching experience
- Little data is available on our students prior to entering kindergarten
- Many of our families have low levels of formal literacy in English and Spanish
- Our facilities continue to undergo construction work until 2011

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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1. **By June 2011, 80% of our students will master, in their initial language of literacy, the English Language Arts Common Core Standards in Reading Foundational Skills as measured by Teachers College AssessmentPro or by *El Sol* .**
2. **By June 2011, 80% of our students will master the Common Core Standards in Counting and Cardinality, Number and Operations in Base Ten, and Geometry as measured by teacher-created assessments as measured by teacher-created assessments.**
3. **By June 2011, our Professional Learning Community will develop a kindergarten thematic and interdisciplinary year-long curriculum map and lesson template that integrates literacy and social studies, incorporates service learning, and differentiates according to the needs and strengths of our English Language Learners and Special Education students.**
4. **By June 2011, our Inquiry Team will implement programs, protocols, and structures according to the Response to Intervention (RTI) system, so all of our students receive assessment-based and multilevel interventions to meet academic and behavioral goals.**
5. **By June 2011, the school will integrate families and community resources to support student achievement as measured by the establishment of The Family Center, the implementation of our Family Literacy Program, and the creation of our School-Family Compact.**

## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**Literacy**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>1. By June 2011, 80% of our students will master, in their initial language of literacy, the English Language Arts Common Core Standards in Reading Foundational Skills as measured by Teachers College AssessmentPro or by <i>El Sol</i>.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>SUMMER 2010: -Teachers attend Common Core Standards professional development and translate Common Core Standards into Spanish and child-friendly language.</p> <p>SEPTEMBER 2010: -Teachers participate in Teachers College <i>AssessmentPro</i> training and <i>El Sol</i> training and turnkey to the rest of the staff -Teachers implement Move to Improve on a daily basis to foster physical fitness in the school, so our students feel comfortable learning -Teachers participate in <i>Wilson Foundations</i> and <i>Estrellita</i> training -Teachers launch the Professional Learning Community for Literacy, led by a classroom teacher -Teachers plan all lessons and units according to Common Core Standards -Teachers implement a full balanced literacy program on a daily: 1) Word Work, 2) Reading and Writing Workshop, 3) Shared Reading and Writing, 4) Read Alouds, 5) Interactive and Guided Reading and Writing Strategies, and 6) Choice Time -Teachers begin to attend Teachers College Calendar Days and professional development offered by The Division of Students with Disabilities and English Language Learners and continue to do so throughout the year -Hire paraprofessionals and recruit student interns, so all teachers in the room have another adult to support management and instruction -Teachers implement a literacy-based conflict resolution program on a weekly basis to foster social-emotional well-being in the school, so our students feel comfortable learning -Students participate in first administration of Teachers College Reading and Writing Project Assessment</p> <p>OCTOBER 2010: -All English Language Learners participate in the Early Morning Program to prepare for the NYSESLAT examination through additional literacy instruction -Periodic assessment results are gathered digitally and used to differentiate instruction -The grade adopts monthly goals aligned to the benchmark assessments</p> <p>NOVEMBER 2010: -Parents are informed of student assessment results via ARIS Parent Link or paper (as possible) and given</p>

	<p>concrete suggestions to help their children improve</p> <ul style="list-style-type: none"> <li>-Parents are invited to parenting workshops to explore Core Standards and Curriculum</li> <li>-Students participate in second administration of Teachers College Reading and Writing Project Assessment</li> <li>-Periodic assessment results are gathered digitally and used to differentiate instruction</li> <li>-The grade adopts monthly goals aligned to the benchmark assessments</li> </ul> <p>DECEMBER 2010:</p> <ul style="list-style-type: none"> <li>-Parents are informed of student assessment results via ARIS Parent Link or paper (as possible) and given concrete suggestions to help their children improve</li> <li>-Student who do not make sufficient progress are invited to our Holiday Learning Program and are the focus of our Child Study Team meetings</li> </ul> <p>FEBRUARY 2011:</p> <ul style="list-style-type: none"> <li>-Students who need extra support are invited to participate in our MidWinter Recess Learning Program</li> </ul> <p>MARCH 2011:</p> <ul style="list-style-type: none"> <li>-Students participate in third administration of Teachers College Reading and Writing Project Assessment</li> <li>-Periodic assessment results are gathered digitally and used to differentiate instruction</li> <li>-The grade adopts monthly goals aligned to the benchmark assessments</li> <li>-Parents are informed of student assessment results via ARIS Parent Link or paper (as possible) and given concrete suggestions to help their children improve</li> </ul> <p>APRIL 2011:</p> <ul style="list-style-type: none"> <li>-Students who do not make sufficient progress are invited to our Spring Recess Program and are the focus of our Child Study Team meetings</li> </ul> <p>JUNE 2011:</p> <ul style="list-style-type: none"> <li>-Students participate in fourth administration of Teachers College Reading and Writing Project Assessment</li> <li>-Periodic assessment results are gathered digitally and used to differentiate instruction</li> <li>-The grade adopts monthly goals aligned to the benchmark assessments</li> <li>-Parents are informed of student assessment results via ARIS Parent Link or paper (as possible) and given concrete suggestions to help their children improve</li> <li>-Students who do not make sufficient progress are invited to our Summer Learning Program</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will</i></p>	<ul style="list-style-type: none"> <li>-Hire a team of certified teachers (TL Fair Student Funding)</li> <li>-All teachers have common planning time every Monday morning, and daily from 12:00PM to 12:50PM</li> <li>-Early Morning Program from October to June using hands-on literacy materials and games, Continental Press NYSESLAT workbooks (OTPS)</li> <li>-Teachers paid per session to attend New School Intensive Planning Institute (TL Fair Student Funding)</li> <li>-Teachers paid per session to attend Common Core Standards training (Support Network Funds)</li> <li>-Dual Language Planning Grant (ELL Title III Innovative Program)</li> <li>-Conflict resolution program (OTPS)</li> <li>-Teachers College Reading and Writing Project for access to TC curriculum, staff developer visits and</li> </ul>

<p><i>support the actions/strategies/ activities described in this action plan.</i></p>	<p>attendance at professional development days (OTPS)          -Partnership with RTI liaison from our school's support organization and professional development to implement RTI system through the Inquiry Team (TL Data Specialist)          -Purchase of authentic literature for classrooms (TL Children First)          -Purchase of authentic literature for library (New School Allocation)          -Literacy-based afterschool program throughout the week and weekend (Beacon-Goodwill)          -Parent Activities (OTPS)          -Teacher Professional Development ( Per Diem)          -Hire three paraprofessionals and one college intern, so no teacher is alone in the classroom and to support differentiation and management (TL Fair Student Funding)</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>-Informal observations conducted on a daily basis          -Formal observations on a monthly basis          -Bulletin boards showcasing student work on a monthly basis          -Weekly common planning sessions          -Quarterly school-wide assessments          -Common Core Standards translations (English to Spanish and Adult to Child Friendly)          -Teachers schedules          -Meeting minutes, agenda, and attendance records of weekly meetings          -Quarterly assessment results          -Purchase orders          -Student groupings          -School goals and progress records          -Monthly photographs of student and teacher work          -Quarterly celebration of goal attainments          -By June 2010, 80% of our students will demonstrate understanding of the organization and basic features of print, of spoken words, syllables, and sounds, know and apply grade-level phonics and word analysis skills in decoding words, and read emergent-reader texts with purpose and understanding.</p>

**Mathematics**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>2. By June 2011, 80% of our students will master the Common Core Standards in Counting and Cardinality, Number and Operations in Base Ten, and Geometry as measured by teacher-created assessments as measured by teacher-created assessments.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>SUMMER 2010:                      -Teachers attend Common Core Standards professional development and translate Common Core Standards into Spanish and child-friendly language.                      -Teachers launch the Professional Learning Community for Math and Science, led by a classroom teacher                      -Teachers use Common Core Standards in their lesson plans and bulletin boards                      -Hire paraprofessionals and recruit student interns, so all teachers in the room have another adult to support management and instruction                      SEPTEMBER 2010:                      -All teachers implement a balanced approach to math instruction using Everyday Math and Math Steps                      -Students complete the first benchmark math assessment, created by our teachers, and aligned to the Common Core Standards                      -All students reinforce math skills through online and board games                      -Periodic assessment results are gathered digitally and used to differentiate instruction                      -All teachers use common planning periods to plan and study student work                      -Teachers implement a literacy-based conflict resolution program on a weekly basis to foster social-emotional well-being in the school, so our students feel comfortable learning                      -Teachers implement Move to Improve on a daily basis to foster physical fitness in the school, so our students feel comfortable learning                      OCTOBER 2010:                      -Periodic assessment results are analyzed to create student groups and class lessons                      -Parents are informed of student assessment results                      -In class interventions are provided to those students who do not meet math benchmarks                      -Teachers begin to upload unit plans for math and continue to do so for each unit                      NOVEMBER 2010:                      -Parents are invited to parenting workshops to explore Core Standards and math curriculum                      -Teachers implement an RTI system to provide assessment-based interventions in the classroom on a class-wide and student-specific basis as related to our inquiry study                      DECEMBER 2010:                      -Students participate in the second math assessment                      -Periodic assessment results are gathered digitally and used to differentiate instruction</p>

	<ul style="list-style-type: none"> <li>-Parents are informed of student assessment results and given concrete suggestions to help their children improve</li> <li>-Student who do not make sufficient progress are invited to our Holiday Learning Program and are the focus of our Child Study Team meetings</li> <li>FEBRUARY 2011:</li> <li>-Students who need extra support are invited to participate in our MidWinter Recess Learning Program</li> <li>MARCH 2011:</li> <li>-Students participate in third administration of our math assessment</li> <li>-Periodic assessment results are gathered digitally and used to differentiate instruction</li> <li>-Parents are informed of student assessment results and given concrete suggestions to help their children improve</li> <li>APRIL 2011:</li> <li>-Students who do not make sufficient progress are invited to our Spring Recess Program and are the focus of our Child Study Team meetings</li> <li>JUNE 2011:</li> <li>-Students participate in fourth administration of our math assessment</li> <li>-Periodic assessment results are gathered digitally and used to differentiate instruction</li> <li>-Parents are informed of student assessment results and given concrete suggestions to help their children improve</li> <li>-Students who do not make sufficient progress are invited to our Summer Learning Program</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>-All teachers have common planning time in their daily schedule</li> <li>-Teachers will be paid per session to attend Common Core Standards training and plan together (TL Fair Student Funding)</li> <li>-Purchase of Everyday Math Core Curriculum (Core Curriculum)</li> <li>-Purchase of Math Steps supplementary program (OTPS)</li> <li>-Purchase of Everyday Math online games (OTPS)</li> <li>-Purchase mathematics literature for classroom libraries (OTPS)</li> <li>-Partnership with RTI liaison from our school's support organization to implement RTI system through the School Inquiry Team (TL Data Specialist)</li> <li>-Parent engagement workshops (OTPS)</li> <li>-Hire three paraprofessionals and one college intern, so no teacher is alone in the classroom and to support differentiation and management (TL Fair Student Funding)</li> </ul>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>-Informal observations conducted on a daily basis</li> <li>-Formal observations on a monthly basis</li> <li>-Bulletin boards showcasing student work on a monthly basis</li> <li>-Weekly common planning sessions</li> <li>-Quarterly school-wide assessments</li> <li>-Common Core Standards translations (English to Spanish and Adult to Child Friendly)</li> <li>-Teachers schedules</li> <li>-Meeting minutes, agenda, and attendance records for weekly meetings</li> <li>-Quarterly assessment results</li> <li>-Purchase orders for instructional materials</li> <li>-Student groupings</li> <li>-Monthly photographs of student and teacher work</li> <li>-By June 2010, 80% of our students will know number names and the count sequence, count to tell the number of objects, compare numbers, work with numbers 11-19 to gain foundations for place value, identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres), and analyze, compare, create, and compose shapes.</li> </ul>
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**Subject/Area (where relevant):** Professional Learning Community

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>3. By June 2011, our Professional Learning Community will develop a kindergarten thematic and interdisciplinary year-long curriculum map and lesson template that integrates literacy and social studies, incorporates service learning, and differentiates according to the needs and strengths of our English Language Learners and Special Education students.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>SUMMER 2010: -Teachers attend training session on Common Core Standards -Teachers develop a multidisciplinary curricular calendar of all the subject areas -Administrators purchase the Reading and Writing Project recommended literature as well as the Social Studies recommended literature for each classroom SEPTEMBER 2010: -Teachers launch the following Professional Learning Communities: Child Study Team Inquiry Team Math &amp; Science Planning Team Literacy &amp; Social Studies Planning Team OCTOBER-MAY 2010: -Each PLC records progress on ARIS Connect throughout the year -During common planning time, every other week, teachers continue to develop the curriculum and unit map -Teachers attend professional development at Teachers College and nearby universities to enhance our planning work -The staff developer from Teachers College provides feedback and guidance on the -Teachers and instructional specialists analyze the curriculum map to assess how it meets the needs of English Language Learners and Special Education students JUNE 2011: -School will have the curriculum map complete and it will be shared with families and for teacher to use in planning in the summer and following year</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to</p>	<p>-In the summer of 2010, teachers and administrators attend summer training on the Common Core Standards where they create a curriculum unit template to be shared with the staff and used for future unit plans (Support Network Funds) -Teachers will have a common planning period scheduled every day -Teachers translate Core Standards to Spanish and to rewrite them using student friendly language (Support Network Funds)</p>

<p><i>scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>-Purchase of Reading &amp; Writing Project classroom libraries and Social Studies classroom libraries (OTPS)</li> <li>-Purchase of Reading &amp; Writing Project Professional Development package (OTPS)</li> <li>-Hire three paraprofessionals and one college intern, so no teacher is alone in the classroom and to support differentiation and management (TL Fair Student Funding)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>-Units postings on ARIS Connect</li> <li>-Meeting minutes, agenda, and attendance records for weekly meetings</li> <li>-Materials from attendance at monthly professional development sessions</li> <li>-Common Core Standards translations (English to Spanish and Adult to Child Friendly)</li> <li>-Bulletin board observations</li> <li>-Monthly curriculum map templates compiled throughout the year</li> <li>-Classroom observations and learning walks</li> <li>-Teachers schedules</li> <li>-Meeting minutes, agenda, and attendance records</li> <li>-Student work products</li> <li>-Monthly photographs of student and teacher work</li> <li>-By June 2010, our school will have a September-June curriculum map for kindergarten teachers to use in their planning of literacy and social studies (humanities) instruction throughout the year.</li> </ul>

**Data-based Intervention**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>4. By June 2011, our Inquiry Team will implement programs, protocols, and structures according to the Response to Intervention (RTI) system, so all of our students receive assessment-based and multilevel interventions to meet academic and behavioral goals.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>SEPTEMBER 2010:                      -Our school has chosen a Data Specialist / Inquiry Team Leader                      -Our CFN Instructional Support Specialist provides guidance throughout the year                      -All teachers have an Inquiry Team meeting period scheduled every other week                      OCTOBER 2010:                      -The team develops protocols, forms, and a scheduled plan to follow throughout the year                      -All meeting minutes and materials are uploaded on ARIS Connect to share with the community                      -Our teacher choose a subject area (math)                      -Teachers administer the first assessment                      -Our teachers choose a target population, inquiry question, and analyze assessment results                      NOVEMBER 2010:                      -The team selects interventions strategies (before school, during school, and afterschool) that target the area of improvement                      -The team administers interventions for a month                      DECEMBER 2010:                      -Students participate in the second math assessment                      -Periodic assessment results are gathered digitally and used to assess the progress of our target population and effectiveness of intervention strategies                      JANUARY 2011-MARCH 2011:                      -The Inquiry Team follows a second inquiry cycle                      APRIL 2011:                      -The Inquiry Team compares the results of both inquiry cycles to select main understandings                      -The Inquiry Team selects the most effective intervention strategies to use on a schoolwide basis                      JUNE 2011:                      -Students participate in a fourth math assessment that is used to plan instruction for students next year                      -The Inquiry Team reflects on the success of the Inquiry Team’s work and creates a plan for next year</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>-Data Specialist position (TL Data Specialist)</li> <li>-Purchase study materials (OTPS)</li> <li>-Arrange professional development on RTI and Inquiry (TL Data Specialist)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>-Data Specialist Circular Posting in September</li> <li>-Inquiry Team Attendance and Minutes on ARIS Connect on a biweekly basis</li> <li>-Professional Development Materials related to RTI (ongoing)</li> <li>-Professional Articles (ongoing)</li> <li>-Assessment Results (quarterly)</li> <li>-Teacher created intervention lessons plans and materials (for two cycles)</li> <li>-Analysis of intervention results for each student (quarterly)</li> <li>-By June 2011, our school will use the Inquiry Cycle to implement the most effective RTI model to help students achieve in mathematics.</li> </ul>

**Subject/Area (where relevant):** Family Engagement

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>5. By June 2011, the school will integrate families and community resources to support student achievement as measured by the establishment of The Family Center, the implementation of our Family Literacy Program, and the creation of our School-Family Compact.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>SEPTEMBER 2010: -School building has a designated Family Center space to welcome family volunteers throughout the day and provide a space for parent meetings -The school hosts orientations to introduce parents to the center and encourage their participation -All families are invited to participate in our Family Literacy Program, coordinated by Goodwill-Beacon -The school establishes a Parent Teacher Association (PTA) -The school establishes a School Leadership Team (SLT) OCTOBER 2010: -The SLT finalizes the Comprehensive Educational Plan (CEP) for 2010-2011 -The SLT finalizes the School-Family Compact for 2010-2011 NOVEMBER 2010: -Families are invited to the Learning Leaders Orientation and Training Session -All families are invited to participate in Open School Week activities NOVEMBER 2010-MAY 2011 - The school social worker, teachers, and administrators plan monthly parenting classes related to students academic and social development -The Family Center welcomes community organizations throughout the year who provide additional resources and services to our families JUNE 2011 -The school asks parents to complete a satisfaction survey to assess parents' satisfaction and level of engagement in the school and make plans for next year -The Family Center will recognize those volunteers and organizations who have made significant contributions to the school community</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to</p>	<p>-In the summer of 2010, we hire our social worker who will serve as Family Center coordinator and Child Study Team Leader (Title I) -Set aside for parent engagement activities (Title I) -Set aside for Family Center materials (OTPS)</p>

<p><i>scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</i></p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>- Photographs of monthly activities</li> <li>- Meeting attendance records, agendas, and minutes from PTA, SLT, and workshop meetings</li> <li>- Enrollment roster for our our Family Literacy Program</li> <li>- Workshop materials</li> <li>- Parent surveys and reflections</li> </ul> <p>-By June 2010, our school will have established strong communication and participation structures for our parents to be active members and learners in our school.</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	60	60	N/A	N/A	0	0	12	0
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<b>Before the school day starts, students who qualify for English Language Learner services will be invited to participate in the Early Morning Program where they will work to meet standards in small groups using hands-on learning materials and games (Lakeshore), Wilson Foundations, Estrellita, or NYSESLAT test preparation.</b>
<b>Mathematics:</b>	<b>Before the school day starts, students who do not meet mathematics benchmarks will be invited to participate in the Early Morning Program where they will work to meet standards in small groups using Math Steps and Everyday Math online and board games.</b>
<b>Science:</b>	<b>Not applicable</b>
<b>Social Studies:</b>	<b>Not applicable</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Our school social worker will provide referrals, as appropriate, to community agencies.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>Our school social worker will provide referrals, as appropriate, to community agencies.</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>Our school social worker will provide one-on-one, small group, and family at-risk services to students in the early morning and during the day. The social worker will provide referrals to outside organizations as needed and will communicate all developments to families as appropriate.</b>
<b>At-risk Health-related Services:</b>	<b>Our school social worker will provide referrals, as appropriate, to community agencies.</b>

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

**Grade Level(s)** K                      **Number of Students to be Served:** 110 LEP 65 Non-LEP 45

**Number of Teachers:** 10      **Other Staff (Specify)** Principal, Secretary, Social Worker, School Aide

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction

program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

*In our first year, the families of Limited English Proficient (LEP) students have the choice of enrolling in an English as a Second Language Program or in a Dual Language Program. The English as a Second Language Program services approximately 40 students while our dual language program services approximately 35 students. Within ten days of enrolling, our students complete the LAB-R exam and our families make a choice of placement for their child. As a school, we believe that parents must choose whether to raise children who are proficient in English or in English and Spanish. As a result, both programs involve parent engagement opportunities.*

*In the English as a Second Language Program, students from different language backgrounds, but mainly Spanish, receive instruction from a teacher who uses English as a medium for providing content area instruction and language instruction in a self-contained or push-in setting. Gestures, the arts, dramatization, visual aids, and other ESL strategies are used to help students understand. The class is taught by a certified English as a Second Language teacher and students remain in the program until they receive a "Proficient" grade on the NYSESLAT exam.*

*In the Dual Language Program, students communicate and learn in two languages, Spanish and English, as they meet academic standards and become tolerant and collaborative citizens. Approximately half of the students in our program are fluent in Spanish while the other half is fluent in English. Both groups of students work together towards the common goal of becoming bilingual, biliterate, and culturally aware. In kindergarten, our students learn reading and writing in their home language while learning mathematics, social studies, science, and in their second language on alternating days. As students progress, we increase the amount of time spent in the second language until students are able to learn 50% of the day in English and 50% of the day in Spanish. Dual language students have two teachers in separate rooms-- the English world and the Spanish world. The two classes travel between rooms throughout the day. Both dual language teachers are certified to teach bilingual and ESL classes.*

**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

- 1. All teachers will complete a self-assessment based on the Santa Cruz Professional Teacher Competencies by September 2010.*
- 2. In the middle of summer, dual language team will attend a Dual Language Grant kickoff meeting with author, Sonia Soltero, a dual language expert.*
- 3. Dual language teachers and planning team will attend a planning institute, along with parents, to prepare and short-term and long-term plan for action for the dual language program*
- 4. Dual language and ESL teachers will have common planning time on a weekly basis*
- 5. Our ELL Support Specialist will plan individual meetings with teachers and help in the assessment of students*
- 6. Two teachers will enroll in continuing professional graduate studies (ESL and Mathematics/Science)*
- 7. Teachers will attend professional development sessions offered by the Office of English Language Learners*
- 8. Teachers and administrators will attend professional development sessions offered by the Office of English Language Learners, BETAC, and nearby universities*
- 9. Teachers and administrators will attend professional conferences hosted by NYSABE, TESOL, and NABE*
- 10. Teachers will share best language teaching practices with all staff members and include techniques in schoolwide calendar*

**Section III. Title III Budget**

School: PS280Q BEDS Code: 343000010280

<b>Allocation Amount:</b> \$20,000		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$4000	<b>-Dual Language Planning with administrators and teachers</b> <b>-Hire substitute for assessment days</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	\$500	<b>-Dual Language Professional Consultant</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$14,373	<b>Instructional Materials:</b> <b>Vocabulary Builders Kits, Emergent Dual Language Sets, Spanish Emergent Sci/SS Sets, Spanish Sets, Spanish Text Cards Sets, Spanish Library Books, etc.</b>
<b>Educational Software (Object Code 199)</b>	\$1,427	<b>Estrellita Program</b>
<b>Travel</b>	\$0	
<b>Parent Involvement</b>	\$200	
<b>TOTAL</b>	\$20,000	

### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

*Requirement under Chancellor's Regulations – for all schools*

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

#### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

*The Home Language Identification Survey (HLIS) is the main piece of data considered when assessing our translation needs. Specific attention is given to the "Part 3, Parent Information" section on the HLIS. This part specifically asks "In what language would you like to receive information from the school?" and "In what language would you prefer to communicate orally with school staff?" The responses to these two questions are our primary basis for deciding the need for written translation and oral interpretation.*

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

*Present data indicates that we have a need for written and oral translation at this time. We have come to this conclusion based on collected data from the HLIS that were filled out by each parent at the time of registration. The vast majority of the completed HLIS state Spanish as the preferred language of oral and written communication with less than 10 families who prefer to communicate in Urdu, Bengali, and Chinese. The findings are reported to the school community during orientation in September.*

#### **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

*We have the ability to provide a myriad of language translation services.*

*In house, the majority of our staff is fluent in Spanish. Also, we have staff members who speak Portuguese, Greek, Italian, Urdu, Arabic, and Bengali.*

*All of the written communication that is sent home is in English and Spanish.*

*Additionally, we fully intend to use the Interpretation and Translation Unit of the New York City Department of Education for written translation and oral interpretation services throughout the year.*

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

*Similar to the answer for question one, we have the ability to provide a myriad of language interpretation services. Amongst our staff we have fluent speakers of Portuguese, Greek, Italian, Urdu, Arabic, and Bengali. Also, our parents are extremely eager to become part of our school community in any and all capacities. They have volunteered their services for interpretations and will be asked to help us should the need arise. We fully intend to use the Interpretation and Translation Unit of the New York City Department of Education for translation services throughout the year.*

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

*PS280Q will distribute all of its home communication in English and Spanish consistently and in the home languages of less incidence as appropriate. While most of the translation will be done in-house, whenever possible we will complete and submit Translation Request Forms along with the document to be translated as far in advance as possible, but at least one week prior to set the date for distribution.*

*We will make every effort to consistently seek feedback from parents to ensure that they have access to information and that they are being supported, so they in turn may be active in the school community.*

*The full text of Chancellor's Regulations A-663 is on file in the Family Center. This text is available to anyone requesting to see the regulation, and there is a bulletin board designated for parents to receive pertinent information as well.*



**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	52,398	N/A	52,398
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,023	N/A	5,023
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	2,619	*	
4. Enter the anticipated 10% set-aside for Professional Development:	5,239	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: N/A
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year. N/A

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

### **School wide policy statement addressing the school's Parent Involvement Policy and Goals.**

Parents are the first educators of their children and indispensable partners with the school in meeting its goals for the academic, social, and emotional welfare of all children. PS280Q supports parental involvement by encouraging meaningful participation in the life of the school through active involvement with the Parent Teacher Association, School Leadership Team, Family Orientation, Curriculum Night, Open School Week, Parent Teacher Conferences, and all sub-committee meetings of all of these bodies.

### **How our plan will ensure that all parents including working parents and parents of students with special needs will be afforded the opportunity to participate.**

It is the policy of the school that any parent can come to the school, with or without a scheduled appointment, to speak with the principal or social worker. Parents are encouraged to schedule appointments with teachers so as to not interfere with classroom instruction. All parent teacher conferences have an evening component for parents who must work during the school day. Our Learning Leader volunteer program and Family Literacy Program invites parents to serve as school volunteers during the school day or on weekends.

### **Our mechanisms and procedures for informing parents in a timely fashion of meetings, workshops, and other opportunities available to parents.**

The administration regularly distributes to every child a monthly calendar with important meeting and event dates. All calendars, flyers, and bulletins from the district and from the school are sent home in English and Spanish or in the native language as appropriate. We have a school website that also publicizes this information online. The PTA also prepares bulletins and the school arranges for the distribution of these flyers to every child. The school follows up written communication with personal phone calls, automated phone calls, and school visits.

### **How parents are involved in a decision-making capacity including how many parents are involved in the school leadership team and how they were selected.**

Parents are asked to complete a needs assessment at the beginning of the year. The PTA Executive Board and School Leadership Team members meet with Principal at regular monthly meetings and through phone calls and email if a particular issue arises. Parents who are interested in participating in the SLT or PTA are invited to several meetings where elections are held. All parents are also invited to participate in the life of the school through our Learning Leaders volunteer program and Family Literacy Program.

### **How we will assess the efficacy of our involvement plan.**

Since we are in our first year, this plan will be assessed and modified according to parent and staff input. This is addressed by monitoring the attendance of parents at all school functions and by asking for feedback from the parents through surveys. The administration will address parent concerns monthly at faculty conferences as well.

### **How we will involve parents in the development and approval of the School/Parent Compact.**

Since PS280 is in its first year, the first draft of our School/Parent Compact was developed over the summer of 2010. Once our PTA and SLT are created in September of 2010, the School/Parent Compact draft will be shared with the parent body for suggestions, modifications, and approval.

### **How we will involve parents in the development and approval of the School/Parent Involvement Plan.**

The School/Parent Involvement Plan evolves in the same manner as the School/Parent Compact, through a series of general and executive board meeting wherein the parents' voices are heard.

***Explanation – School-Parent Compact:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**The staff, families, and students Primary School 280Q** agree that this compact outlines how each member will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve a holistically successful elementary school education.

This school-parent compact is in effect during school year 2010-2011.

## **School Responsibilities**

- We, as educators, will support our children's learning in the following ways:
- Provide a high quality curriculum and instruction in a supportive and effective learning environment that enables children to meet National Core Standards
- Become highly qualified teachers in our subject areas
- Provide support to parents and students before, during, and after school, if possible
- Provide an afterschool program for parents and students as a safe haven and continued learning opportunity
- Hold schoolwide student-parent-teacher conferences twice a year
- Hold group and individual meetings with parents throughout the year as necessary
- Provide parents with frequent reports on their children's progress.
- Provide parents opportunities to volunteer and participate in the school
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title 1 programs

## **Parent Responsibilities**

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Volunteering in the school.
- Participating in decisions relating to our children's education.
- Participating in school related functions and activities.
- Promoting positive use of children's extracurricular time.
- Staying informed and communicating with the school by promptly reading all notices from the school or initiating conversations with the school staff

- Serving, to the extent possible, on school committees
- Ensuring that students arrive at school on time.
- Ensuring children’s hygiene.
- Monitoring children’s nutritional diet.
- Updating all contact information.
- Providing all necessary school supplies when possible.
- Reviewing and supporting school rules and consequences

**Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
  
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement State and local improvement, if any.
  
3. Instruction by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to

coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

#### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

1. Use program resources to help participating children meet the State standards.

*With our Title I Targeted Assistance funds, we hired a full-time and experienced school social worker. The social-emotional services she will provide our Title I students will support them in school and at home to meet the Core Curriculum standards. The school social worker will meet all Title I students and arrange meetings with those families whom she assesses to be in need of support. All families will be notified via mail that our school social worker is available to support them. Also, the school social worker will be the lead facilitator of our Child Study Team and Special Education Team, so she will know which academic and behavioral intervention services are being provided to our Title I students and how much they are progressing.*

2. Ensure that planning for students served under this program is incorporated into existing school planning.

*The services provided to these students by our school social worker are included in our Comprehensive Educational Plan, in our School Consolidation Plan, and in our Quality Review plan.*

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;

*Our school social worker, the head facilitator of our Child Study Team, will lead our school's efforts to maximize student achievement and to reduce behavior and learning problems. We will identify students at risk for poor learning outcomes (including Title I students), monitor students progress, provide evidence-based interventions (during school, before school, and after school), and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities. The school social worker will also communicate to families special services that are available during the school year and in the summer outside of the school--- including, but not limited to, psychological and clinical services, counseling services, and recreational programs. The school social worker will provide counseling services to students during lunch/recess to avoid having students miss instruction during regular school hours.*

4. Coordinate with and support the regular educational program;

*Please see answer to question three.*

5. Provide instruction by highly qualified teachers;

*Our Title I funds will be used to provide professional development, so all teachers are highly qualified to teach their subject areas and our students.*

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

*Our school social worker will participate in and plan professional learning opportunities for our teachers and staff to learn about the social-emotional milestones in early childhood students. Through these professional development sessions, our teachers will be better prepared to meet the social-emotional needs of our students.*

*Our school social worker will plan parenting workshops for families (organized by the school or by outside organizations), so parents are informed of the resources that are available to them, their children's curriculum, and how they can support their children's academic and social growth.*

7. Provide strategies to increase parental involvement; and

*The Family Center is our main hub for parental involvement. It will serve as a space for Parent Association meetings, School Leadership Team meetings, and parenting workshops. It will also hold many informational materials and resources for easy access to all families and in various languages. Our school social worker will serve as the Family Center coordinator.*

8. Coordinate and integrate Federal, State and local services and programs.

*Our school social worker, as the coordinator of the Family Center and facilitator of the Child Study Team, will make sure all of our staff and families are informed of federal, state, and local services and programs that may be of help to our Title I students.*

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

*As of now August 2010, we have three students living in Temporary Housing.*

2. Please describe the services you are planning to provide to the STH population.

*-During orientation, all families were provided with the McKinney-Vento informational flyer to inform them of the different services available to them through our school.*

*-Once students in temporary housing are placed in classes, their teachers will be notified of their housing status, so they can make appropriate decisions throughout the year, e.g. how to contact families, suggestions for afterschool programs, etc.*

*-The school social worker will arrange a meeting with each family to provide social-emotional support and any other service needed by each family.*

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 280						
<b>District:</b>	30	<b>DBN:</b>	30Q280	<b>School</b>		343000010280	

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7		11
	K	v	4		8		12
	1		5		9		Ungraded
	2		6		10		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K			0				
Kindergarten			107				
Grade 1			0				
Grade 2			0				
Grade 3			0				
Grade 4			0				
Grade 5			0				
Grade 6			0				
Grade 7			0				
Grade 8			0				
Grade 9			0				
Grade 10			0				
Grade 11			0				
Grade 12			0				
Ungraded			0				
<b>Total</b>			107				

<b>Student Stability - % of Enrollment:</b>			
(As of June 30)	2007-08	2008-09	2009-10

<b>Poverty Rate - % of Enrollment:</b>			
(As of October 31)	2008-09	2009-10	2010-11
			60.0

<b>Students in Temporary Housing - Total Number:</b>			
(As of June 30)	2007-08	2008-09	2009-10

<b>Recent Immigrants - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes			11	Principal Suspensions			
# in Collaborative Team Teaching (CTT) Classes			8	Superintendent Suspensions			
Number all others			0				

<b>Special High School Programs - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10

<i>These students are included in the enrollment information above.</i>				CTE Program Participants			
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				Early College HS Program Participants			
(As of October 31)	2008-09	2009-10	2010-11				

# in Transitional Bilingual Classes			TBD				
# in Dual Lang. Programs			TBD				
# receiving ESL services only			TBD				
# ELLs with IEPs			TBD				

<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2007-08	2008-09	2009-10

<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			
				Number of Administrators and Other Professionals			
				Number of Educational Paraprofessionals			

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
				% fully licensed & permanently assigned to this school			
				% more than 2 years teaching in this school			
				% more than 5 years teaching anywhere			
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			
American Indian or Alaska Native			0.0	% core classes taught by "highly qualified" teachers			
Black or African American			0.9				
Hispanic or Latino			88.8				
Asian or Native Hawaiian/Other Pacific			4.7				
White			3.7				
<b>Male</b>			49.5				
<b>Female</b>			50.5				

#### 2009-10 TITLE I STATUS

	Title I						
v	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category		
	In Good		Basic	Focused	Comprehensive
	Improvement Year 1				
	Improvement Year 2				
	Corrective Action (CA) – Year				
	Corrective Action (CA) – Year				
	Restructuring Year 1				
	Restructuring Year 2				
	Restructuring Advanced				

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>	
ELA:		ELA:	
Math:		Math:	
Science:		Graduation Rate:	

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>							
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making</b>							

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>				<b>Quality Review Results – 2009-10</b>			
<b>Overall Letter Grade:</b>				<b>Overall Evaluation:</b>			
<b>Overall Score:</b>				<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:				Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:				Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the</i>				Quality Statement 5: Monitor and Revise			
Student Progress:							
<i>(Comprises 60% of the</i>							
Additional Credit:							

<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
v = Made AYP				U = Underdeveloped			
vSH = Made AYP Using Safe Harbor Target				UPF = Underdeveloped with Proficient Features			
X = Did Not Make AYP				P = Proficient			
– = Insufficient Number of Students to Determine AYP				WD = Well Developed			
				NR = Not Reviewed			

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>Children First 2.02</b>	District <b>30</b>	School Number <b>280</b>	School Name <b>TBD</b>
Principal <b>Lenia Matias</b>	Assistant Principal <b>N/A</b>		
Coach <b>N/A</b>	Coach <b>N/A</b>		
Teacher/Subject Area <b>Angelica Beissel / Bilingual</b>	Guidance Counselor <b>María Pagán</b>		
Teacher/Subject Area <b>Ana Flores / ESL</b>	Parent <b>Tadeo Argudo</b>		
Teacher/Subject Area <b>Danielle Stecker / ESL</b>	Parent Coordinator <b>N/A</b>		
Related Service Provider <b>Habanna Guevara / ESL</b>	Other <b>Felicia Bentiné / NSS for ELLs</b>		
Network Leader <b>Nancy DiMaggio</b>	Other		

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	<b>3</b>	Number of Certified Bilingual Teachers	<b>2</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>1</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>1</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>1</b>

### C. School Demographics

Total Number of Students in School	<b>106</b>	Total Number of ELLs	<b>69</b>	ELLs as Share of Total Student Population (%)	<b>65.09%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. Upon arrival of parents for registration, the parents complete a registration packet which includes the Home Language Identification Survey(HLIS). One of our certified ESL teachers (Ms. Guevara who is fluent in Spanish as well) meets with the parents to assist with the completion of the HLIS and to conduct an interview with them in order to determine the student's dominant language. As a result of the interview, along with the assessment of the HLIS, this pedagogue determines the OTELE Code (Other Than English Language Exposure) for the child. All newly admitted students who speak a language other than English at home and meet the criteria of eligibility are administered the Language Assessment Battery-Revised (LAB-R) within 10 days of enrolling in our school. The LAB-R is administered by one of our trained bilingual teachers (Ms. Beissel, Ms. Guevara, or Ms. Aponte). If Spanish is the dominant language and the child does not meet benchmarks in the English exam, the Spanish LAB-R is administered as well. The results of the test are used to plan instruction and create class groupings. Parents are invited to attend an orientation session where they are shown a video describing the various programs that are available to English Language Learners (ELLs), and given a school-created brochure that describes all of our classes. At this time, parents make an informed choice as to which program they would like their child to attend. The school reviews the forms and places students (within 10 days of admission) in the selected program depending on the number of students that warrant such a program and seat availability in the class. In 2010-2011, we have one self-contained English as a Second Language (ESL) class, two Dual Language (DL) classes, and one ESL teacher who pushes-in throughout the school day based on students' level of performance on the LAB-R. Should there not be enough students to form an ESL, TBE, or DL class; then parents are informed of the availability of such programs in another school within the district. At the same time, parents have the option to reject their child transferring to another school. Instead, parents may choose to participate in the ELL programs available at our school at the time. Our school monitors the preferences of families for future class planning and development. All identified ELLs receive the mandated units of ESL/ELA/NLA according to the results of the LAB-R. In the spring, ELLs will be given the NYSESLAT exam to determine language proficiency in English and continued entitlement for ESL services.

2. The parents of all newly registered students identified as ELLs are invited to participate in a parent orientation on the first day of school, during the first month of school, or within 10 days of admission should the child enroll after September. During the orientation, parents are shown a video and given a brochure in their native language which describes the three programs available in the NYC school system. Also, we provide each family with a booklet that describes all of the classes at PS280Q. Parents are given a survey allowing them to indicate their preference for either Bilingual, Dual Language, or ESL programs. Students are placed in the appropriate program based on parental preference and the availability of such programs at PS 280Q. The school reviews the forms and places students in the selected program depending on the number of students that warrant such a program. TBE and Dual Language requires a minimum of 15 students on two (2) contiguous grade levels in that program. Should there not be enough students to form TBE/DL class; then, parents are informed of the availability of such programs in another school within the district. Parents have the option to reject their child transferring to another school and chose to participate in the ELL programs available at the school of initial enrollment. The school keeps track of the records for those stududents whose parent preference is not available, so that classes can be formed should the numbers meet the warranted criteria for formation of such programs.

3. School staff and administration will be available to translate for those parents that speak a language other than English. In the event that there is no staff member available that speaks the parents native language, the Translation Unit is called and a person is made available to translate for the parent via phone. The contact information for the Translation Unit is posted in several areas around the school. Parent orientation sessions will be planned in September, October, and throughout the year as well as before, during, and after school, so parents have many opportunities to participate. Should parents not be available to receive and complete their entitlement letters, letters will be sent home and followed up with a phone call until all of the surveys are received.

4. Based on the HLIS, all newly admitted students who speak a language other than English at home and meet the criteria of eligibility, are administered the Language Assessment Battery-Revised (LAB-R). The results of the test are used for children's placement in Bilingual, Dual Language or ESL programs. Parent orientation sessions are held throughout the school year to ensure that parents are being made aware of these programs and how placement is determined. Using this information in conjunction with the parental preference, students are either placed in a Bilingual, Dual Language or ESL program within 10 days of admission. Parents are invited to ask questions about each program and to reflect on how their child will function in each of the different settings.

5. During our enrollment process, we conducted an informal survey that gave us a glimpse of which programs interested parents the most. Dual language and ESL were the most requested programs by parents. Similarly, after analyzing the completed forms for 2010-

2011, we found that the most popular program was dual language (37 families), followed by ESL (17 families), and ending with TBE (8 families).

6. Because we are a new school opening our doors in September 2010, we conducted a preliminary survey as mentioned in question 5. This brand new school will offer Dual Language kindergarten classes and English as a Second Language (self-contained and push-in) kindergarten classes based on the results of our informal survey. While ensuring that parent preferences are met, it is anticipated that with a successful school year, parents will want to continue the trend of a Dual Language Program and ESL. To ensure that parental interest is addressed, we will use the results of our surveys to plan next year's classes as well.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

K  1  2  3  4  5   
6  7  8  9  10  11  12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0													0
<b>Dual Language</b> <small>(50%:50%)</small>	2													2
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	1													1
<b>Push-In</b>	1													1
<b>Total</b>	4	0	0	0	0	0	0	0	0	0	0	0	0	4

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	69	Newcomers (ELLs receiving service 0-3 years)	69	Special Education	11
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total	

<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	33	0	0	0	0	0	0	0	0	33
<b>ESL</b>	36	0	11	0	0	0	0	0	0	36
<b>Total</b>	69	0	11	0	0	0	0	0	0	69

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish	33	17																	33	17
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	33	17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	33	17

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>15</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>0</u>	Asian: <u>0</u> Hispanic/Latino: <u>15</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>2</u> Other: <u>0</u>

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	30													30
Chinese	1													1
Russian														0
Bengali	2													2
Urdu	3													3
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	36	0	0	0	0	0	0	0	0	0	0	0	0	36

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

1. The organizational models at PS280Q consist of 1) two kindergarten side by side dual language classes, 2) a kindergarten self-contained ESL class, and 3) a kindergarten push-in ESL program. The students in the dual language classes are grouped by home language and travel between the English and Spanish worlds. Also, all of the students in the dual language program come from either English or Spanish speaking homes. The students in the self-contained ESL class and in the push-in ESL program are mostly beginner ESL students. Although most of the students come from Spanish speaking homes, some come from Bengali and Chinese homes too. The students in the push-in ESL are surrounded by mostly proficient students throughout the day.

2. During our recruiting process and throughout our professional development, we are committed to having teachers who are certified to teach English Language Learners or who are knowledgeable about effective language instructional strategies. Instructional mandates are met in various ways: a) the dual language program, b) the self-contained ESL class, c) the push-in ESL program. Those students who test on the Intermediate and Beginner levels meet the mandate by working with an ESL or bilingual teacher for two periods each day of the week. Those students who test in the advanced category, meet the mandate by working with an ESL or bilingual teacher for one period a day each day of the week. Students in the dual language program meet the native language arts mandate by receiving 50% of instruction in their native language (Spanish). Students in the ESL class and program meet the native language arts mandate by receiving 25% of instruction in their native language (Spanish, Urdu, Bengali, or Chinese) through teacher communication, a native language library, and online programs.

3. Though the content areas (math, science, social studies) are delivered slightly differently in the ESL and DL programs, the instructional approaches that teachers use are very similar. In the ESL and DL classrooms, the teachers integrate social studies in the literacy block. So, at the kindergarten level, students learn the social studies curriculum (me, my family, my school, my community) during read alouds, interaction and shared reading activities, modeled writing, and other literacy activities. Similarly, both the DL and the ESL program use Everyday Math and FOSS to teach math and science. However, in the ESL program, Everyday Math and FOSS are taught in English. In the dual language program, Everyday Math and FOSS are taught in English and Spanish on alternating days and parents are sent information in both languages. Instructional approaches in both programs include: dramatization, total physical response, vocabulary instruction, manipulatives, repetition, visual aids, audio aids, and elements of Sheltered Instruction Observation Protocol (SIOP).

4. Currently, we are only a kindergarten school. So, many of the scenarios below will not apply to us at this point. In the future, we plan to differentiate our instruction for ELL subgroups in the following ways:

A) For SIFE students, depending on the number of students that fall within this category, we may open a special class for them to support their transition to a school environment. If numbers do not allow for this, we will provide additional academic services before and after school, counseling with our social worker, and have the Child Study Team track the success of these students.

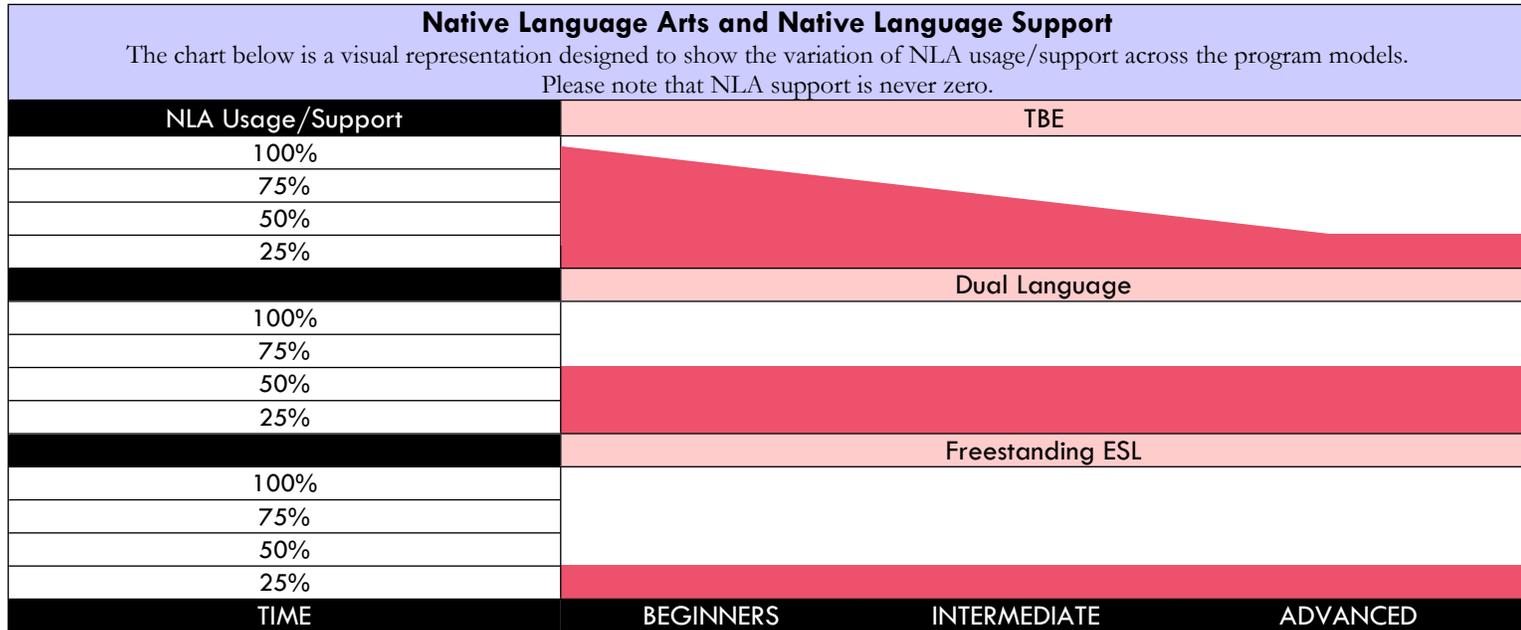
B) For students who will be in school for less than three years, we will make sure teachers use effective ESL strategies and that their parents participate in workshops throughout the year that support student learning at home. Similarly, we will organize cultural learning opportunities for these students to learn about their new country through field trips and performances.

C) For students who will be in school for 4 to 6 years, we will have a specific learning plan that sets specific learning goals based on their previous performance on standardized exams.

D) Our plan for Long-Term ELLs includes intensive small group instruction before, during, and after school and including summers if possible.  
 E) Our plan for ELLs identified as having special needs will begin with an analysis of those students' IEPs by the teacher and Child Study Team. Based on the needs of the child, students will receive instruction and services aligned to the information in the Individual Educational Plan.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. At PS280Q, we offer the following interventions for our English Language Learners:

in English Language Arts: Students are invited to participate in our Early Morning Program which is held three times a week for 37 1/2 minutes each day. During this time, students review foundational literacy skills and prepare for the different sections of the NYSESLAT exam.

in Math: Through our Inquiry Team, we will implement a Response to Intervention (RTI) program at our school for students, including ELLs, in mathematics. The first and second tier of intervention will be conducted by the child's homeroom teacher in the classroom based on the results of schoolwide or teacher created assessments. The third tier of intervention will be provided outside of the regular class time. During our Early Morning Program, ELL students will receive literacy intervention in small groups, such as letter work and fluency practice. The language of instruction will always be English for students in the ESL program and will vary in Spanish/English for students in the dual language program based on the child's dominant language.

in the content areas: Students have art and library as electives. In the art room, students have visual, auditory, and tactile supports in the classroom as well as theme-based projects. In the library, students have access to books in their native language (Spanish, Bengali, Hindi, and Chinese) as well as translation services with our bilingual (Spanish) teacher. Our hands-on science curriculum supports English Language Learners by allowing them to learn scientific principles through experiments, visuals, and interactive games.

6. For continuing transitional support of students who reach proficiency on the NYSESLAT, parent workshops will be held to explain to parents how they can help students be successful in the post-NYSESLAT years. Also, these students will be discussed in our weekly Child Study Team meetings to monitor their academic and social performance in school. Lastly, these students will continue to receive the testing accommodations that they are entitled.

7. For the upcoming school year, we are considering ways to enhance our Spanish library and quantity of Spanish instructional materials. Also, we are seeking instructional programs that incorporate technology in the classroom.

8. At this point, we do not plan to discontinue any of our programs.

9. ELLs have equal access to all school programs. The schedule which they follow is exactly the same as monolingual students-- start and end times, lunch period, specialist periods, etc. are all the same. ELLs students will receive an invitation to participate in our Early Morning Program for NYSESLAT preparation.

10. We use the following instructional materials to support ELLs: Teachers College Reading and Writing Project, Mondo Let's Talk About It, Mondo Let's Sing About It, Cancionero, Wilson Foundations, Estrellita, Everyday Math, Math Steps, SUBE, Reading A-Z, FOSS, Reading Writing to Resolve Conflicts, Move to Improve, the Responsive Classroom's Morning Meeting.

11. In ESL, native language support is delivered by providing home communication and instructional materials in Spanish. Also, students are allowed to communicate with each other in their native language and to ask questions to the teacher in this language too. In the Dual Language Program, native language support is delivered during the literacy block every day and during the content area blocks on alternating days. All students have materials in their native language of literacy and home communication is available in that language as well.

12. In our first year, we will only be a kindergarten school. Therefore, all of the instructional materials we use and the instructional approaches we follow will be appropriate for the developmental stages of a 5 year old kindergarten student.

13. Before the beginning of the school year, we will hold orientations with families to share suggestions for literacy activities that can be done in the home and to inform parents of learning opportunities in the community. Also, parents are invited to meet us in the Queens Public Library for a tour of the school, to create a library card account, and to check out books for the summer.

14. Language electives are not common at the elementary school level.

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

1. In the Dual Language Program, approximately 50% of time is spent in the target language. Initially though, because emergent literacy is taught in the child's native language, the percentage of time spent in the target language is slightly smaller. As students progress, they increase the amount of time in the target language until 50% is reached.

2. EPs and ELLs are integrated approximately 50% of the instructional day (in the afternoons). In the morning, students learn in their native home language consistently.

3. In this side-by-side model, there are two teachers - one providing instruction in Spanish and the other in English.

4. The Dual Language model used is side-by-side, the Spanish teacher in one room and the English teacher in another room.

5. Emergent literacy is taught in the child's native language first from kindergarten to first or second (depending on the child's progress). After second grade, literacy is taught simultaneously.

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. ELL personnel at the school will participate in different types of professional development. On a daily basis, teachers will plan with their colleagues to develop effective units in literacy, math, and science. Teachers will also attend workshops for literacy at Teacher's College and for the content areas throughout the year. Through the Inquiry Team, teachers will participate in action research and book study to enhance their professional expertise.

2. Staff will participate in an orientation, so they are familiar with the articulation process from elementary to middle school. Also, we will take our students to middle school fairs and school visits to aide them in their selection process.

3. Ms. Felicia Bentine, our ELL Instructional Support Network Specialist, will lead a 7.5 hour ELL Institute for all of our staff. During this institute, we will study the core standards with an ELL focus, review the ELL identification and testing process, learn best practices in ELL instruction, analyze the ELL population and their academic performance at our school, and develop an action plan on our staff can support ELL students and families throughout the school year.

### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. In the summer of 2010, we held a planning session with several parents to plan for the upcoming school year. On the first day of school, two information sessions were held to inform parents and let them know of the many services and instructional programs at the school. These information sessions were held twice again in September and will continue to be offered as new students enroll throughout the year. In the month of September, we will inaugurate our school's Parent Association, School Leadership Team, and Family Center--- different areas for parents to choose should they want to participate in the life of the school. Communication is always sent in English/Spanish and in any other language represented in the community. We plan to conduct our meetings in English while having translators available for the audience. Through out partnership with Learning Leaders, we plan to have parents present in our building throughout the day, so they support teachers and students inside and outside of the classroom.

2. Currently, we have partnered with The Jackson Heights Beautification Group, The Queens Public Library, Learning Leaders, Beacon-Goodwill, and neighborhood elected officials. Our Social Worker has relationships with various neighborhood and city organization who provide social, physical, and mental services to our students and families.

3. We evaluate the needs of parents through surveys, teacher input, informal conversations, requests, and demographic information.

4. Our parental involvement activities address the needs of parents because they are directly related to their child's success in school. The activities we plan serve to inform parents about their child's academic and social curriculum and how they can best support their child's learning. Our activities are also reflective of any parenting or adult education needs that parents express throughout the year.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	44	0	0	0	0	0	0	0	0	0	0	0	0	44
Intermediate(I)	15	0	0	0	0	0	0	0	0	0	0	0	0	15
Advanced (A)	10	0	0	0	0	0	0	0	0	0	0	0	0	10
Total	69	0	0	0	0	0	0	0	0	0	0	0	0	69

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B													
	I													

	<b>A</b>													
	<b>P</b>													
READING/ WRITING	<b>B</b>													
	<b>I</b>													
	<b>A</b>													
	<b>P</b>													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. To assess early literacy skills in English of our ELLs on a school-wide level, we use Teachers College AssessmentPro starting in September and assess student growth over four quarters until June. To assess early literacy skills in Spanish of our ELLs on a school-wide level, we will begin with EL Sol to assess early literacy skills and use EDL as students progress to higher levels of reading in third grade and beyond. Aside from these schoolwide assessments, teachers will use ReadingA-Z as a resource to conduct running records throughout the day. Our school's instructional plan outlines what our children need to master in literacy by the end of the school year. All of the assessment systems we utilize will inform us on the progress our students are making to meet these goals.

2. At this point we do not have NYSESLAT data available. The LAB-R scores reveal that most of our students tested at a beginner level, followed by intermediate, and, lastly, advanced.

3. Although we do not have NYSESLAT results available, the future results of our students' performance across the NYSESLAT modalities will affect the instructional decisions we make on an individual, class, and grade wide basis. For individual students, teachers will create individual learning activities to target the areas that need improvement. On a class level, teachers will use NYSESLAT data to create student work groups and whole-group lessons. We will use school-wide data, to assess our progress as a whole and tailor our Comprehensive Educational Plan goals and action plans.

4. At this point, we do not have NYSESLAT results to answer this question.

5. At this point, we do not have NYSESLAT results to answer this question.

6. We will evaluate the success of our programs for ELLs based on their progress on early literacy assessments, teacher feedback, instructional observations, family and teacher survey results, and a school self-assessment.

### Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

No additional information required.

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other <u>TEACHER</u>		
	Other <u>TEACHER</u>		
	Other <u>SOCIAL WORKER</u>		
	Other		